Book 3

Arbaīn

Project Booklet

Under the Guidance of Moulana Nabi R. Mir (Abidi)

Please recite a Sūrah al-Fātiḥah for
the sponsors of this project booklet.

Important dates in Ṣafar

5th	Wafāt of Sayyidah Ruqayyah (Sakīnah) (by some traditions)
7th	Wilādah of Imām Mūsā al-Kāẓim (ʿa)
17th	Shahādah of Imām ʿAlī ar-Riḍā (ʿa) (by some traditions)
20th	Arbaʿīn of Imām Ḥusayn (ʿa)
24th	Wafāt of Sayyidah Zaynab (ʿa)
28th	Riḥlah of Prophet Muḥammad (ṣ) and shahādah Imām Ḥasan (ʿa)
29th	Shahādah of Imām ʿAlī ar-Riḍā (ʿa)

Visit **kisakids.org/collections** for more project booklets,
and go to **kisakids.org/donate** to help us continue our efforts.
Please recite a Sūrah al-Fātiḥah for the marḥūmīn of those
who contributed to this booklet.

INFORMATION AND INSPIRATION:

Little Leaders from Heaven by Kisa Kids

Rolling Shoes craft: Bored & Hungry (Self-Walking Feet)

cover: freepik

بِسۡمِ اللّٰہِ الرَّحۡمٰنِ الرَّحِیۡمِ

Salāmun ʿalaykum,
May Allah (swt) bless us, our families, and our communities.

Our sincerest condolences to the Imām of our time, Imām al-Mahdī (ʿaj), our great marājiʿ and scholars, the Muslim ummah, and all the believers on the Arbaʿīn of Imām Ḥusayn (ʿa) and the shuhadāʾ of Karbala.

There are many ḥadīth and narrations that emphasize the importance of performing the ziyārah of Imām Ḥusayn (ʿa) during the time of Arbaʿīn. Every year, thousands of individuals from all over the globe travel to Karbala during this time. Many walk from Najaf to Karbala, and it is one of the largest peaceful gatherings in the world. Walking is symbolic of dedicating our lives in the path of Imām Ḥusayn (ʿa). There is great power and strength in walking toward Karbala. It is more than just a physical journey. It is an opportunity to reflect on ourselves and our actions, in order to better ourselves. Through this, and from the remembrance and mourning, we are able to grow spiritually, and gain nearness to Allah (swt).

One of the last things Imām Ḥusayn (ʿa) said before he was martyred was, "O my Shīʿahs, whenever you drink water remember me."[1] Even in his final moments, Imām Ḥusayn (ʿa) was calling on us to remember his struggle. One significant part of the tragedy of Karbala is the thirst the Imām (ʿa), his family, and his companions endured. They were denied the basic need of human life, water. Water is a symbol of life, and just like we need oxygen to breathe, we also need water. Our connection to Imām Ḥusayn (ʿa) is like our need for water. There is a ḥadīth that says the relationship of a muʾmin to masjid is like fish to water. Therefore, the masjid is our source of life and oxygen. It is what will take us and connect us to Allah (swt). This, along with the Ahl al-Bayt (ʿa), are our connectors to the purpose of our lives, nearness to Allah (swt).

This is the complete, holistic way to live a balanced, healthy life, far from corruption and misguidance. These acts of walking toward Karbala, going to majālis, and standing up against oppression will help us have a successful and happy life full of dedication and passion, inshāʾAllāh.

We should encourage our children to learn about the walk, how it is an extraordinary journey of self-reflection and spiritual self-building. Teach them to meet and greet with those who have gone for the walk, talk to them, and ask them questions about their experience. This is a good way to learn about ziyārah and to increase their enthusiasm for going to ziyārah. My humble request to all the educators to communicate this message to the children.

We are honored to launch the annual Arbaʿīn Project Booklet. This booklet includes five lesson plans that have been put together in collaboration with scholars and educators. We pray these projects increase the love of the Ahl al-Bayt (ʿa) in our children and instill in them the desire to perform the ziyārah of Abā ʿAbdillāh, inshāʾAllāh.

Please remember in your duʿās all of the muʾminīn and the whole Muslim ummah, and a duʿāʾ of shifāʾ for everyone in these trying times. Bring awareness to your children so they can prepare for the ẓuhūr of Imām al-Mahdī (ʿaj). Talk to them about everything that is happening in the world, especially to our Muslim brothers and sisters and the children who are being oppressed all around the world in Burma, Yemen, Syria, Kashmir, Palestine, Bahrain, Iraq, Afghanistan, India, Pakistan, and everywhere else.

We pray that Allah (swt) gives us the tawfīq to actualize our duties and responsibilities.

With Duʿās,
Nabi R. Mir (Abidi)
Resident ʿĀlim of SABA Islamic Center

1 Mustadrak al-Wasāʾil Vol. 10, P. 318

Remembering Karbala

Objective: Students will recap the story of Karbala and Imām Ḥusayn's mission.

Today, we begin the days when we commemorate Arbaʿīn, or the 40th day after the day of ʿĀshūrāʾ. That means 40 days after the day Imām Ḥusayn (ʿa), along with his family and friends, were martyred in Karbala. During these days, we want to remember Imām Ḥusayn (ʿa) and why he went to Karbala.

At that time, a lot of Muslims were not practicing true Islam. People had forgotten about the rules of Islam, and how important the family of the Prophet (ṣ) was. They didn't know what to believe or who to follow. People thought what was right was wrong, and what was wrong was right. The evil ruler Yazīd spread lies and rumors to mislead the people. Imām Ḥusayn (ʿa) had no choice but to rise up against him. He took his family and friends and went to Karbala, where he stood against Yazīd's army to show them the truth, hoping to awaken their hearts.

It has been more than 1,300 years since the event of Karbala, and every year, we still remember Imām Ḥusayn (ʿa) and his mission. We are able to learn and practice true Islam because of Imām Ḥusayn's sacrifice. Let's look at the pictures in the craft and remind ourselves what happened in Karbala.

- Sun: Karbala was a desert. What do you think the weather was like there?
- River: There was a river in Karbala, but the enemy had blocked access to it. Did Imām Ḥusayn's camp have any water?
- Imām Ḥusayn's camp: This included his family and some companions. How many people were in his camp?
- Battlefield: On ʿĀshūrāʾ, Imām Ḥusayn (ʿa), his family, and companions fought against the army of Yazīd. What happened to them?
- The enemy camp: The army of Yazīd had many soldiers. Were there more of them than in Imām Ḥusayn's camp?

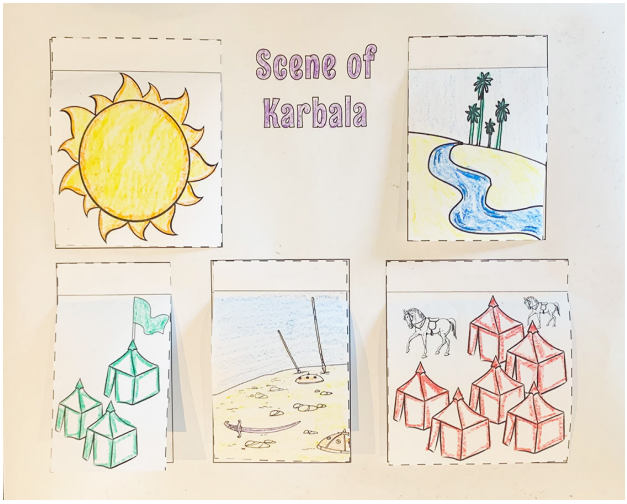
Scene of Karbala

Suggested Ages: 5+

Time: 40 minutes

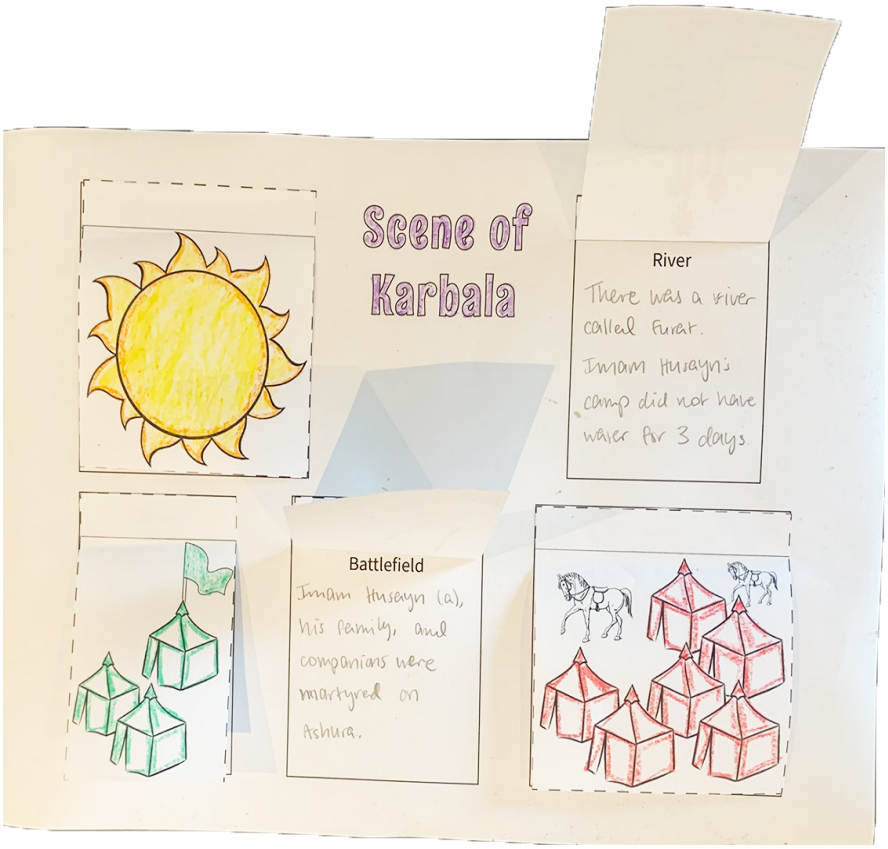
Materials:

- Lap book template
- Crayons/colored pencils
- Scissors
- Glue

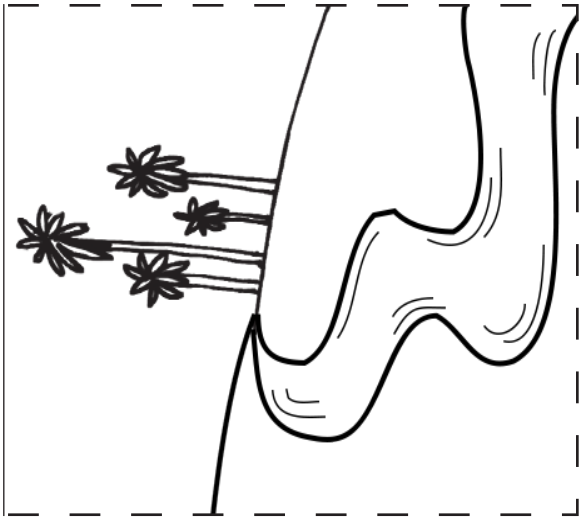


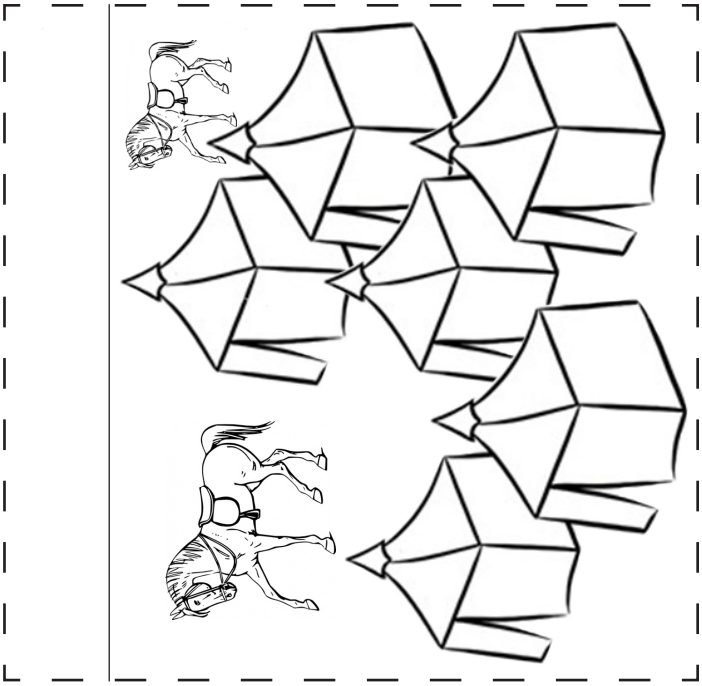
Procedure:

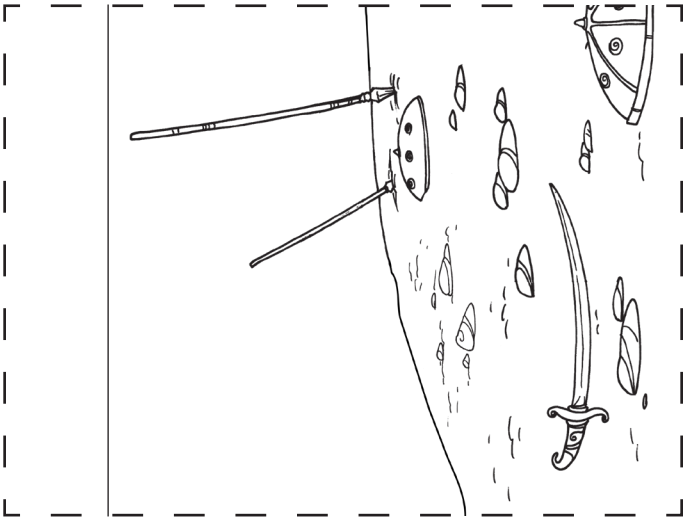
1. Color and decorate the pictures however you like.
2. Cut out the pictures from the first page, by cutting along the dotted lines.
3. Fold along the solid line of each picture. This will create a tab.
4. Match each picture to the corresponding box on the second page.
5. Glue the tab of each picture over the description box where it says “glue here.” The picture should be able to flip up to show the description box.
6. In each description box, write something about the image on top.

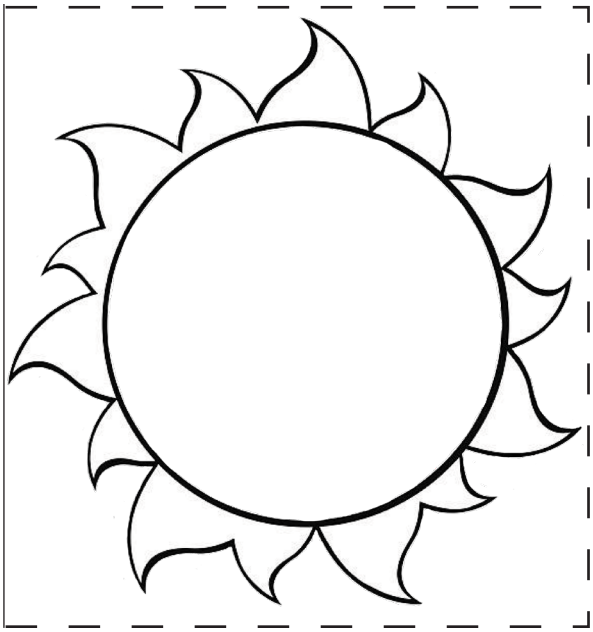

Scene of Karbala
River
There was a river called Furat. Imam Husayn's camp did not have water for 3 days.
Battlefield
Imam Husayn (a), his family, and companions were martyred on Ashura.

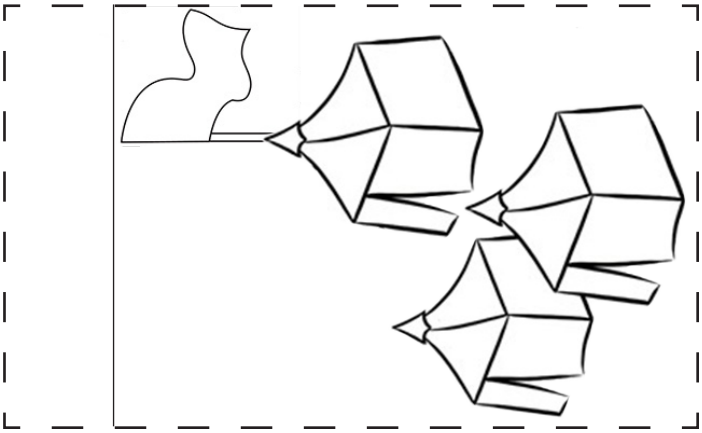
THIS PAGE HAS BEEN PURPOSELY LEFT BLANK











THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Scene of Karbala

glue here

Sun

glue here

River

glue here

Imām Ḥusayn's camp

glue here

Battlefield

glue here

The enemy's camp

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

After Karbala

Objective: Students will learn about the events post-Karbala.

In Muḥarram, we learned about what happened in Karbala on the day of ʿĀshūrāʾ. But what happened after Karbala? Where did the remaining family and friends of Imām Ḥusayn (ʿa) go? Let's look at the pictures that represent some part of what happened after Karbala:

1. Heart: This represents the ṣabr (patience) and tawakkul (trust & hope in Allah (swt)) of the women and children. They were physically and emotionally exhausted after what had happened, but they knew that Allah (swt) would take care of them. They knew in their heart that this was part of their mission to spread the religion of Islam.

2. Camel: After the event of Karbala, the enemies then took the family of Prophet Muḥammad (ṣ) as prisoners. They took them to Kufa and then to Shām (Damascus). The women and children were made to walk or ride on bare camels. It was a long and difficult journey.

3. Star: Imām ʿAlī (ʿa) once said, "In the darkest nights, the stars shine more brightly." We can't see stars during the day, but we're able to see them at night. When the children of Karbala had a hard time, and it felt like everything was dark around them, they would look up at the bright stars and would recall this ḥadīth. These beautiful stars gave them comfort, and they remembered that they had to trust Allah (swt).

4. & 5. Shrines: Sayyidah Zaynab (ʿa), Imām Ḥusayn's sister, and Sayyidah Sakīnah, Imām Ḥusayn's (ʿa) daughter, are both buried in Shām (Damascus) in Syria. People also go there for ziyārah, to visit their shrines and pay their respects.

6. Flag: After the death of Imām Ḥusayn (ʿa), Sayyidah Zaynab (ʿa) and the rest of the women carried the flag of Islam. They told everyone what happened in Karbala. As Muslims living in the west, we all carry the flag of Islam. It's important that we carry this flag correctly by having excellent akhlāq, helping others, and following the example of Sayyidah Zaynab (ʿa).

Journey After Karbala

Suggested Ages: 5+

Time: 40 minutes

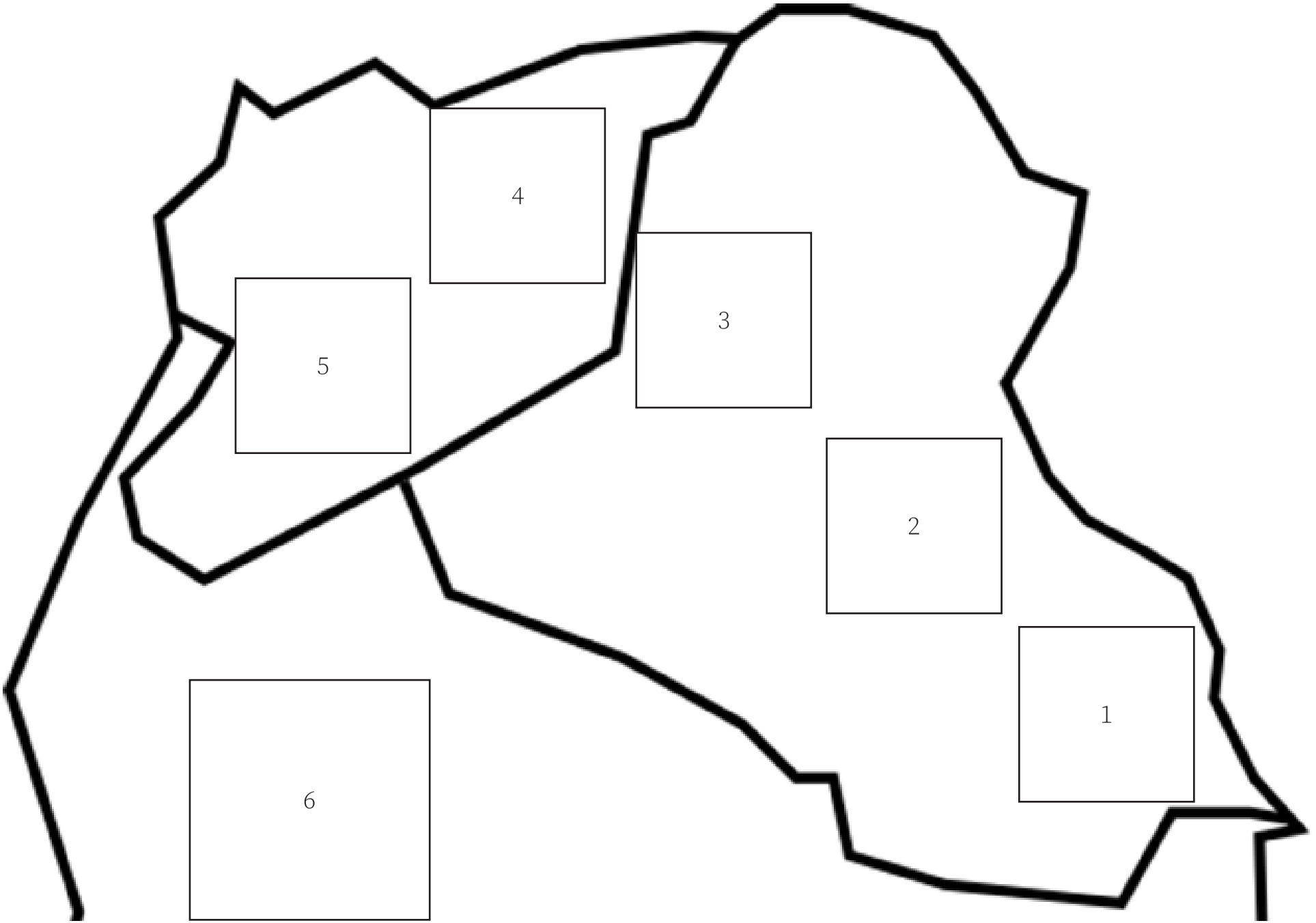
Materials:

- Map template
- Crayons/colored pencils
- Scissors
- Glue

Procedure:

1. Color and decorate the map and pictures however you like.
2. Cut out the pictures from the second page by cutting along the dotted lines.
3. Match the picture with the correct square on the map, according to what was discussed in the lesson above.
4. Glue each picture in the squares on the map.

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK


4
3
5
2
1
6

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

الحمدللّه

يا حسين

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Walking the Path

Objective: Students will learn about going for ziyārah and seeking a connection with Ahl al-Bayt (ʿa).

Throughout the year, people visit the shrine of Imām Ḥusayn (ʿa) in Karbala. They especially visit during the time of Arbaʿīn. Why do you think people visit the grave of Imām Ḥusayn (ʿa)? One reason people visit his grave is to say salām to him! Even though he is no longer alive, he can still hear and see us, so it's like we are visiting him in person!

During Arbaʿīn, millions visit Karbala in the largest peaceful gathering in the world. Nowhere in the world do this many people come together peacefully for one cause. It is all out of love for Imām Ḥusayn (ʿa), and to tell the world that the truth will always win. People walk to Imām Ḥusayn's shrine from different cities. The shortest distance that some people walk is about 50 miles, and it can take them upto 3 days. Some people walk from even further away, like Baghdad or Basrah, and this takes even longer! It's not easy to walk for so many days, but many people do this to show their love for Imām Ḥusayn (ʿa) and that they are willing to do anything for him. They want to show that if they were with him in Karbala, they would have supported him wholeheartedly!

Even though the rest of us cannot be in Karbala this Arbaʿīn to walk to our Imām (ʿa), we can always walk in the path of our Imām (ʿa). How can we do this? When we make good choices, this makes our Imām (ʿa) happy. When we help others, listen to our parents, or show kindness, we are, indeed, walking the path of Imām Ḥusayn (ʿa). Let's all pray to Allah (swt) to always help us walk the path to Imām Ḥusayn (ʿa). To help us remember this, we will be making a special craft!

Rolling Shoes Craft

Suggested Ages: 5+

Time: 40 minutes

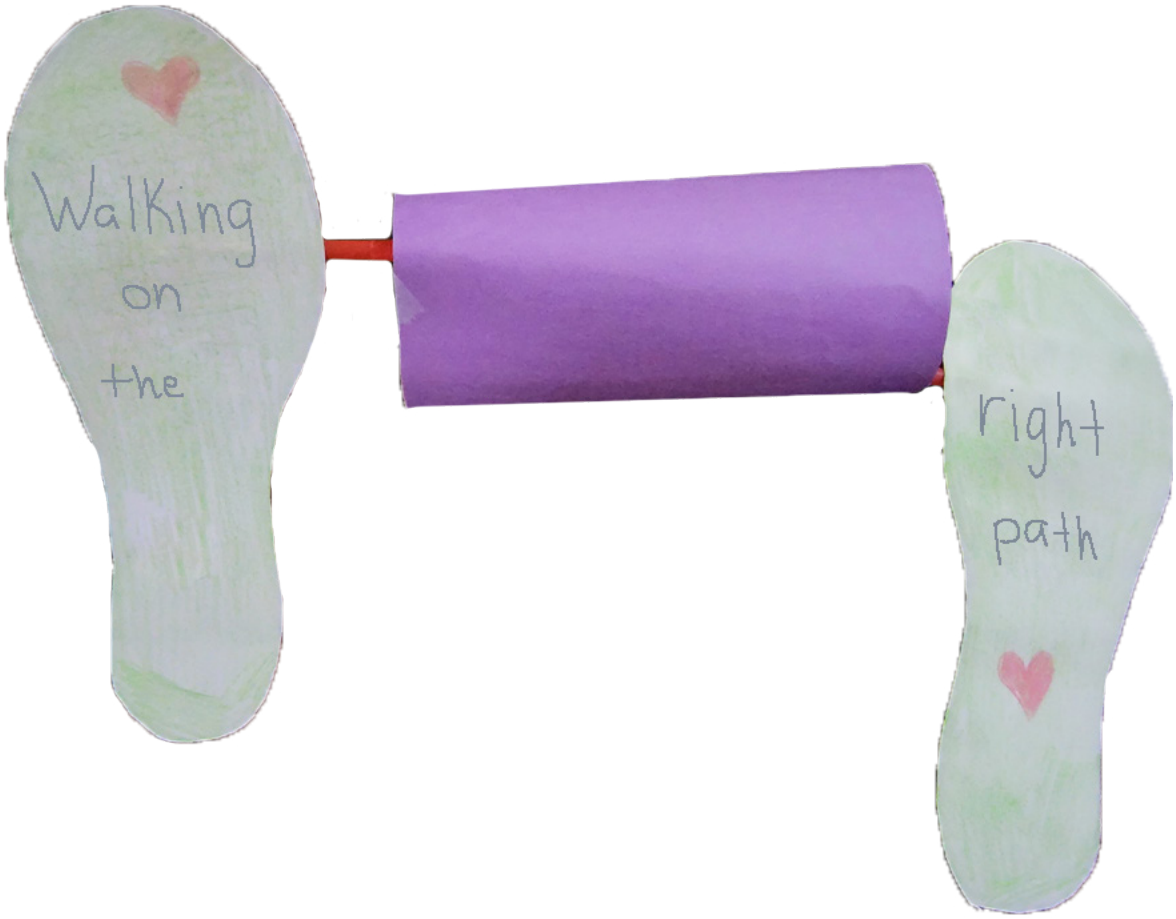
Materials:

- Shoe print template
- Crayons/colored pencils
- Scissors
- Tape
- A straw
- 2 thin sticks
- A wide roll of tape (or something similar)

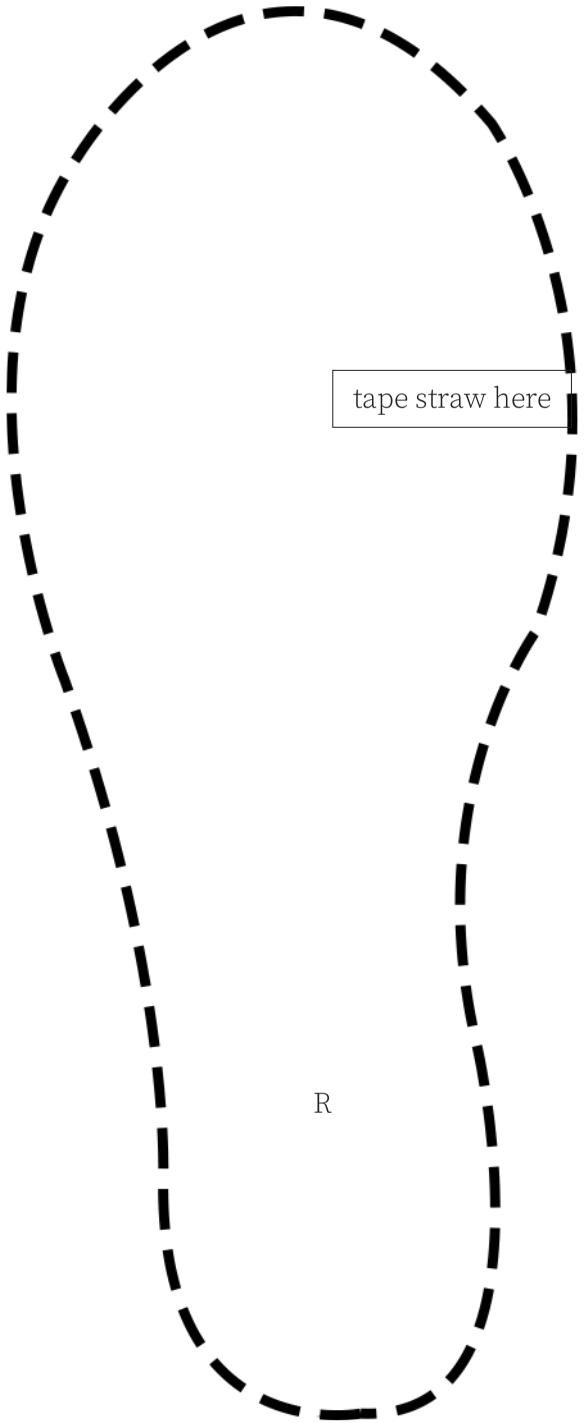
Procedure:

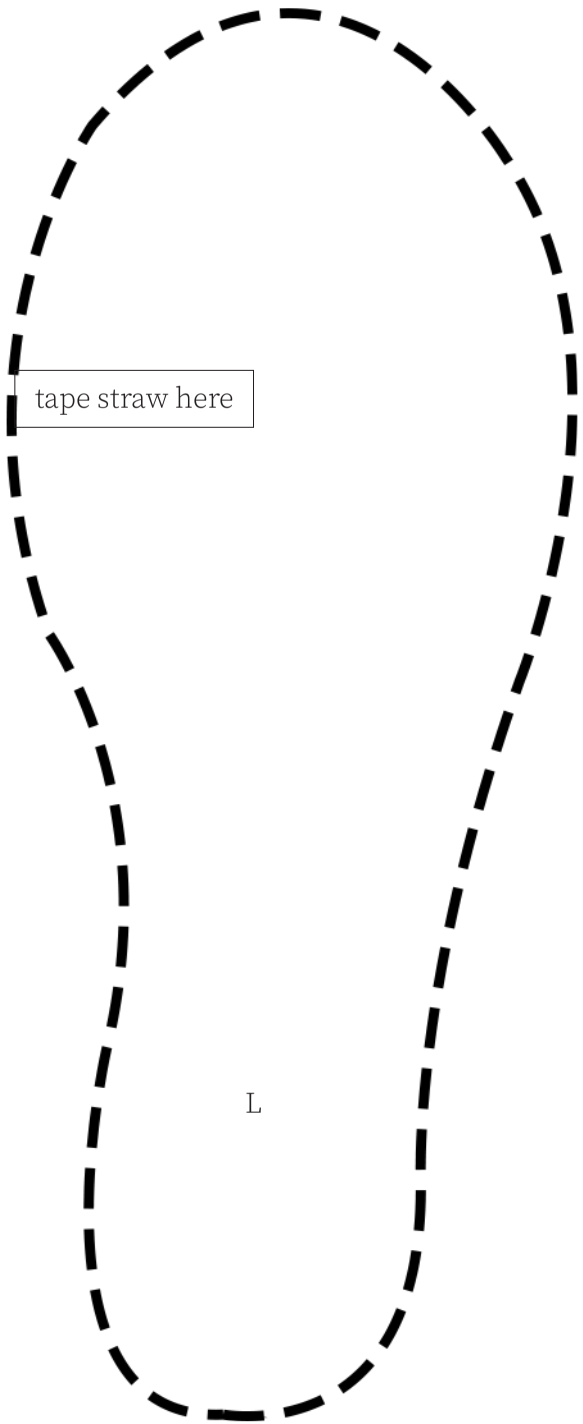
1. Cut out the shoe prints by cutting along the dotted lines. Note: the side with the words will be the back and be facing down.
2. Color and decorate the blank side of the shoe prints however you like.
3. Take the straw and cut it in half. Tape each half straw to the back of the shoe prints where it says “tape straw here.”
4. Tape the thin sticks to the inside of the wide tape roll on either side. Be sure to tape them directly across from each other.
5. Now take the straws that are taped to the shoe prints and put them through the sticks.
6. When you push the tape roll across the floor, it should look like the shoes are “walking.”

Craft from: Bored & Hungry (Self-Walking Feet)



THIS PAGE HAS BEEN PURPOSELY LEFT BLANK


tape straw here
R


tape straw here
L

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Sayyidah Zaynab (ʿa)

Objective: Students will learn about how Sayyidah Zaynab (ʿa) was able to protect the women and children after Karbala.

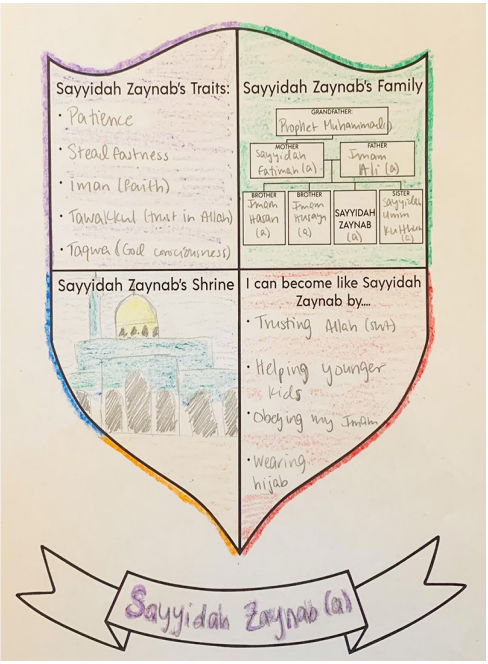
After the battle of Karbala, when the family of Imām Ḥusayn (ʿa) were taken as prisoners, Sayyidah Zaynab (ʿa) was the protector of the women and children. It was not easy for her to keep all the women and children safe, especially since they were held captive by the army of Yazīd. It was a difficult task. So how did she do it? In order for her to take up such a hard job, she probably needed some special help. Sayyidah Zaynab (ʿa), and the rest of the Ahl al-Bayt (ʿa), were not like the rest of us. They had so much īmān — which means they had a lot of faith and belief in Allah (swt). Because of this īmān, it was like they had a special shield that gave them the power to go through such difficulties.

Sayyidah Zaynab (ʿa) had some special qualities that gave her the strength to protect the others. Her tawakkul, taqwā, bravery, contentment, ṣalāh, and many other good traits and actions acted as a shield to protect the rest.

Today, we are going to make our own shields! The shield is divided into 4 parts. Here is what we will write/draw in each part:

1. First part: List the traits that Sayyidah Zaynab (ʿa) had, which gave her strength
2. Second part: Draw the family tree of Sayyidah Zaynab (ʿa)
3. Third part: Where is Sayyidah Zaynab (ʿa) buried? Draw a picture
4. Fourth part: What can you do in your life to develop the same traits as Sayyidah Zaynab (ʿa)?

Shield of Sayyidah Zaynab (ʿa)



Suggested Ages: 5+

Time: 30 minutes

Materials:

- Shield template (printed on white cardstock optional)
- Crayons, markers, or colored pencils

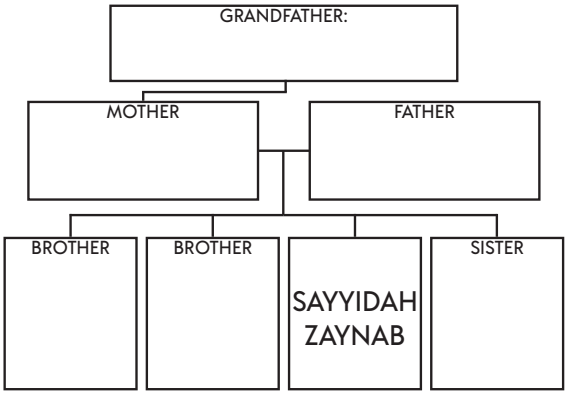
Procedure:

5. Color and decorate the shield however you like.
6. Fill in the information for each section of the shield. You can use the lesson for some of the answers.

Sayyidah Zaynab's Traits:

-
-
-
-
-

Sayyidah Zaynab's Family



Sayyidah Zaynab's Shrine

I can become like Sayyidah Zaynab by....

-
-
-
-

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Imām Ḥasan (ʿa)

Objective: Students will learn about how to do amr bi al-maʿrūf.

During these days, while we are remembering the martyrs of Karbala, we also commemorate the riḥlah of Prophet Muḥammad (ṣ) and the shahādah of Imām Ḥasan (ʿa) on the 28th of Ṣafar. Imām Ḥasan (ʿa) is our second Imām and the older brother of Imām Ḥusayn (ʿa). Even as young children growing up in Medina, the two brothers were guiding people with their wisdom and akhlāq.

Once, when they were children, the two Imāms were playing and saw an elderly man performing wuḍūʾ. They noticed that the man had made a mistake. The two young boys wanted to help the man, but didn't want to embarrass him. They came up with an idea to take turns doing wuḍūʾ and ask the elderly man to watch them to see if they were correct. When the man saw them performing wuḍūʾ with extreme care, he realized that it was actually his wuḍūʾ that was incorrect. These two young boys were so kind and careful in how they showed him his mistake.

We too are responsible for helping each other when we make mistakes. This is known as amr bi al-maʿrūf, or encouraging others to do good deeds. As we have learned from the story, one way to do this is through our actions. We should focus on the action rather than on the person, so that they don't feel embarrassed or get upset. How we speak to them is also important. We should speak kindly to others all of the time, but especially if we are helping them or pointing out their mistakes. Today, we are going to do an activity that can help us remember what to say and how to speak in these kinds of situations.

Kindness Sandwich

Suggested Ages: 5+

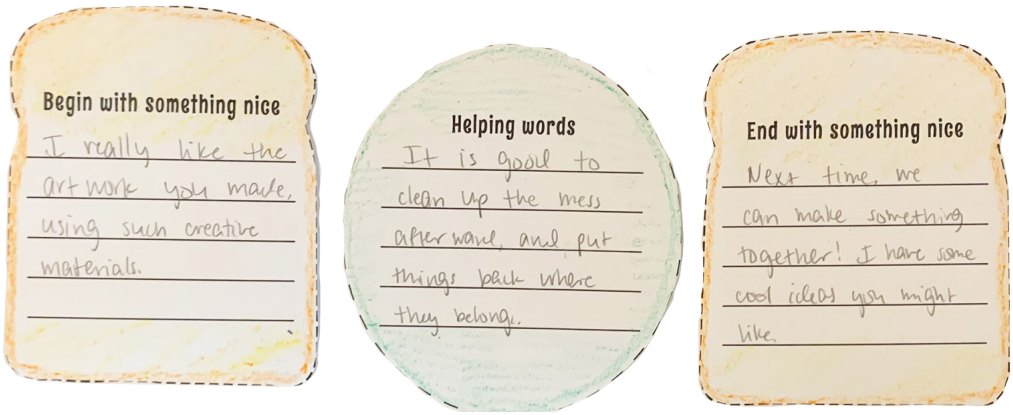
Time: 40 minutes

Materials:

- Sandwich template (2 versions)
- Pencil
- Crayons/colored pencils
- Scissors

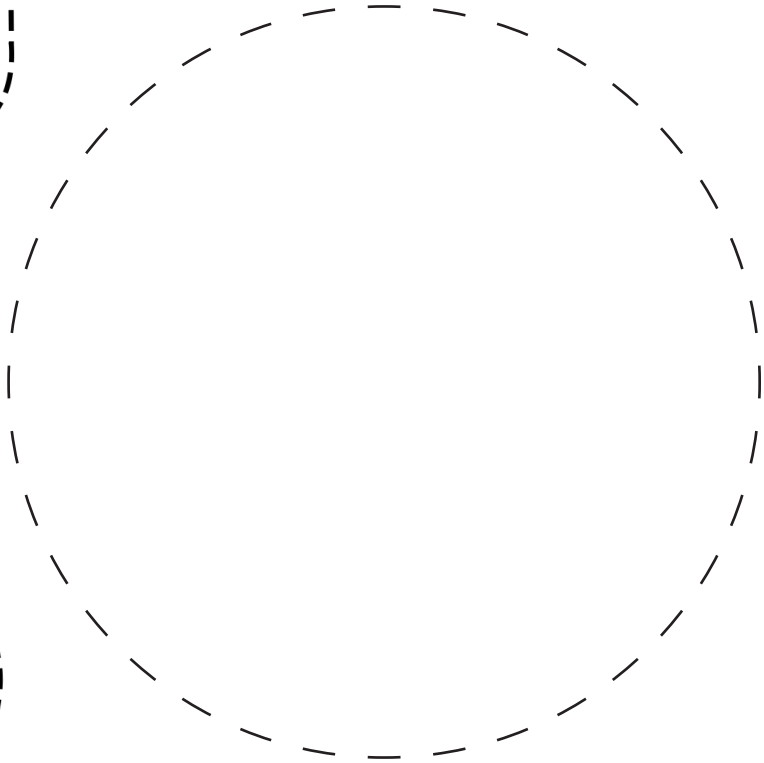
Procedure:

1. Color and decorate the pieces of the sandwich template however you like. On the circle piece, draw an example of you helping someone who needs your help.
2. For older students (see second page template): Think about how you can help someone when they have made a mistake. On the 2 bread pieces, write a kind thing to begin with and end with. On the circle piece, write what you can say to them to help with their mistake.
3. Cut out each piece by cutting along the dotted lines.
4. Now make the sandwich! First, begin with something nice. Then, help them with their mistake. Finally, end with another nice thing to say.


Begin with something nice
I really like the artwork you made, using such creative materials.
Helping words
It is good to clean up the mess afterward, and put things back where they belong.
End with something nice
Next time, we can make something together! I have some cool ideas you might like.

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Begin with something nice



End with something nice

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Begin with something nice

Helping words

End with something nice

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

AL-KISA FOUNDATION

UNDER THE CLOAK OF GUIDANCE AND MERCY